

HISTORICAL  
COLLECTION

# ELEMENTARY PHYSICAL EDUCATION

CURRICULUM 143  
EDUCATION 1967

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## ACKNOWLEDGEMENT

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## I. INTRODUCTION

Movement is basic to life. Every vocation, every recreational pursuit, every utilitarian activity involves movement. Physical education is concerned with contributing to the knowledge and understanding of movement and to the skill with which we use it.

The contribution of physical education can be significant if the individual, at the conclusion of his school life, has developed knowledge and understanding of movement pertaining to all activity and, more important, an understanding of his capabilities and limitations in relation to movement. He should have the opportunity to experiment with and discover new movements, and to select and consolidate those that relate to a wide variety of physical activities that will lead to a feeling of confidence when he moves, whether the movement is relative to his vocation, to his recreational pursuits, or to his everyday needs. He should possess the knowledge, skill and understanding necessary to feel confident in any given situation requiring movement. Such skills, developed as a part of his life in his early years, are more apt to remain a part of his life in the future.

Movement is very personal. It differs for every individual. Not only do individuals vary in skill or ability, but they also show great variation in their readiness to learn a given skill. Growth and development are also affected by hereditary and environmental factors. We must therefore recognize that individual differences do exist and we must cater to these differences. This, then, dictates the kind of program and the kind of learning situation that must be created. Each child must be provided with the opportunity to proceed at his own rate in developing movement sequences and skills that are directly influenced by ability, readiness, and growth and development. All of this implies an "individual" approach to the teaching of physical education. The teacher must structure his lesson to provide the latitude of activity necessary for the individuals within the class.

Physical education is concerned with the development of the "whole" child through the medium of carefully selected physical activities. As an integral part of the total educational program physical education contributes

to his physical, mental, social and emotional development. This indicates that physical education has a part to play in the total educational experience of every child in our schools.

As education implies change as the result of knowledge and experience, physical education implies change as a result of movement. Children, particularly those of elementary school age, move naturally and freely. Although movement is individual, teachers must also recognize that children pass through various stages of growth and development. Programs in physical education must be cognizant of these stages.

The natural activities of six, seven and eight year olds determine the content of the primary program. Through observing children it is possible to determine those movements which are inherent. Primary children run, jump, skip, roll, climb and take weight on various parts of the body. They enjoy communicating ideas and feelings through the medium of movement. They are fascinated by objects such as balls, bats, sticks and if left to their own devices, invent games involving "How Many?" and "Who was First?". The running, jumping, rolling, balancing activities give rise to gymnastics. Through gymnastics an attempt is made to develop skill in body management and control which is basic to skill with apparatus, participation in games, swimming, track and field, and skill in dance. The use of movement to communicate ideas and feelings readily develops into the dance program. The inherent love of play involving balls, sticks, and bats forms the basis of the games program.

Physical education is progressive. The program in Grades IV, V and VI builds upon the movement experiences of the primary grades. The gymnastic program becomes more demanding as more skill is required in the management and control of the body; dance demands more skill as the stimulus becomes more complex and more abstract; games demand greater flexibility of thought and action as the groups become larger and skills more difficult. Group work takes on greater importance as children learn to work together, accept responsibility and assume leadership and "followership" roles.



## II. THE PROGRAM

### A. Approach

Movement is as individual as the individual child, and attempts to force all children to conform to a common pattern are educationally unsound. Just as children in the same class should not be expected to achieve the same standard in their studies neither should they be expected in physical skills to attain the same standard as their classmates. The teacher must account for individual differences by providing for latitude in movement experiences. Through the use of the problem-solving approach each child is provided with the opportunity to proceed at his own rate and work within the level of his own ability. The teacher chooses a theme or objective for the lesson and within each lesson structures and poses a number of problems which are related to the theme. The child is encouraged to experiment, discover, select and consolidate movements which will solve the stated problem. The aim of the teacher is to assist each child to attain his maximum development.

### B. Content

The physical education program offers three types of lessons and each type should be of equal importance in a well balanced program in the elementary school.

#### 1. Games

The emphasis in the games lesson is placed upon learning the fundamentals required for participation in later years in the major games. The development of skills in handling various pieces of equipment such as balls, bats, sticks, pucks, etc., as well as the development of footwork, bodywork, and the basic elements associated with attack and defence forms the basis of the program.

Skating, swimming, and track and field activities are considered to be part of the games program.

#### 2. Gymnastics

The term gymnastics refers to that portion of the program devoted to the development of basic movement skills which are fundamental to the performance of any activity. Emphasis is placed upon the development of movement concepts and understandings and the applications of these to a variety of practical situations. The child is encouraged to observe and analyze in

order to understand movement. Themes are developed relative to the effort factor which is concerned with weight and time; the space factor which is concerned with direction, level, path way and body shape; the flow factor which is concerned with the degree of control.

NOTE: Gymnastics, as taught in the elementary program should not be confused with formal gymnastics as presently taught in secondary schools.

#### 3. Dance

In the dance lesson the expressive aspect of movement is the main concern. Here the body is regarded as the medium for communication of ideas and feelings. The child is encouraged to discover, explore, and use his imagination. He is provided with opportunities to develop an understanding of his own movement capacities, to learn the language of movement and invent and create sequences and dances of his own.

### C. Scheduling Various Types of Lessons

The physical education program in our province is greatly influenced by the climate which forces the greatest percentage of our program to be conducted indoors. Because of the large portion of each year that our children are forced to spend inside, physical education lessons should be conducted outdoors whenever the weather is suitable.

Division One children should have a daily lesson in physical education while Division Two children should have three periods per week.

There are various ways in which the different types of lessons may be scheduled in the year's program. Some teachers prefer to teach gymnastics, games or dance using the block system. In other words, all lessons for a given period of time would be devoted to a unit in one subject. Other teachers prefer to alternate lessons in gymnastics, games and dance so that the children receive instruction in more than one unit of the program during any given period of time.

The teacher is encouraged to try both the block system and the alternate system to evaluate and discover his best method of scheduling classes. A combination of these systems could produce excellent results.

Examples of the two approaches to scheduling mentioned above are indicated in the following charts:

## METHODS OF SCHEDULING CLASSES

### BLOCK SYSTEM

#### Division One

September - October	—Games (gymnastics when forced indoors)
November - December	—Gymnastics
January	—Games
February - March	—Dance
April	—Gymnastics
May - June	—Games (gymnastics or dance when forced indoors)

#### Division Two—Example 1

September - October	—Games
November - December	—Dance
January - March	—Gymnastics
April - June	—Games outdoors

#### Division Two—Example 2

September - October	—Games (gymnastics when forced indoors)
November	—Gymnastics
December	—Dance
January	—Games
February	—Gymnastics
March	—Dance
April	—Gymnastics
May - June	—Games (gymnastics when forced indoors)

N.B. If possible, units of approximately one month in length should be included in skating and swimming. If these units are included, some adjustment to programs will be required.

### ALTERNATE SYSTEM

#### Division One

September - October	—Games outdoors (gymnastics when forced indoors)
November - March	—Gymnastics: 2 lessons per week —Dance: 2 lessons per week —Games: 1 lesson per week
April - June	—Games outdoors (gymnastics when forced indoors)

#### Division Two

September - October	—Games outdoors (gymnastics when forced indoors)
November - March	—Gymnastics: 1 lesson per week —Dance: 1 lesson per week —Games: 1 lesson per week
April - June	—Games outdoors (gymnastics when forced indoors)

### III. LESSON PLANNING

#### A. PARTS OF THE LESSON

There is considerable similarity in the manner in which lessons are planned in the three phases of the program. Each lesson has three parts:

##### 1. The Introductory Activity

This portion of the lesson provides the transition from the classroom to the gymnasium. The activity is vigorous and individual and lasts for a maximum of five minutes.

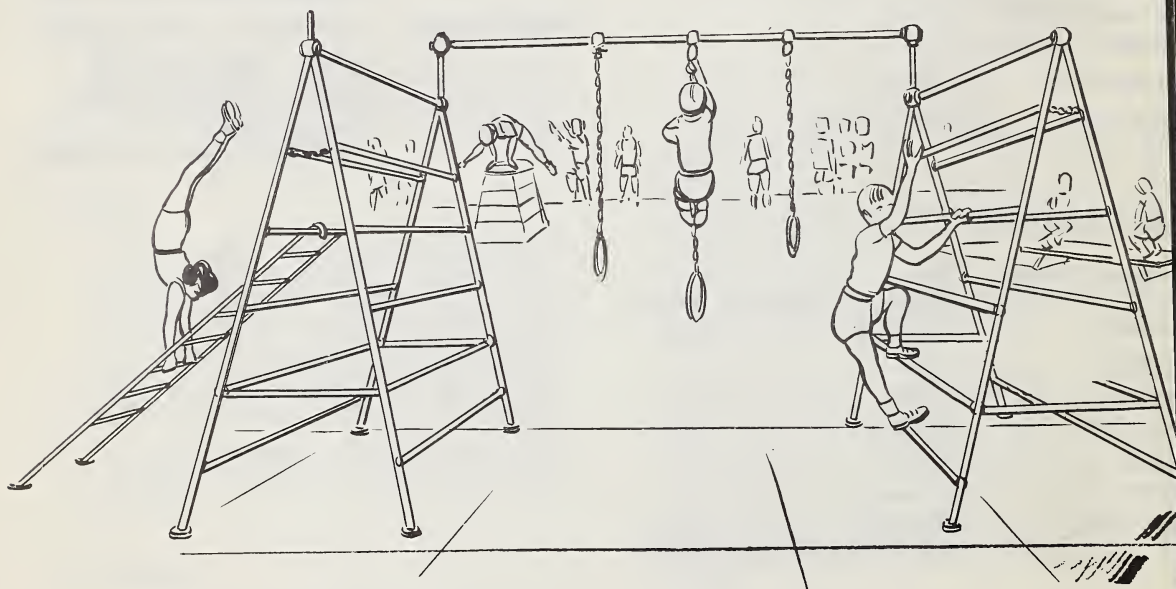
##### 2. The Movement or Skill Development

This is the main part of the lesson. The children gain skill in developing a vocabulary of movement relative to games, gymnastics or dance.

The activity is usually individual and in Division Two may last for as long as fifteen minutes. As the children become more skilful, the time is shortened.

##### 3. The Final Activity

Here the movement or skill development is put into practice, often including work in groups. At this point the dance is created, the game played, or movement sequences are performed on large apparatus. This period receives a proportion of time in the beginning stages but as the children gain skill, it becomes longer. Initially in Division Two, it may require ten minutes but later may be increased to twenty minutes.





## B. COMPARISON OF GAMES, GYMNASTICS AND DANCE LESSONS

Parts of Lessons	Games	Gymnastics	Dance
I. Introductory	<ul style="list-style-type: none"> <li>a) Commences as soon as children enter gym</li> <li>b) Individual activity</li> <li>c) Vigorous</li> <li>d) Either children's choice or teacher directed</li> <li>e) Based on previous lesson or introduces new theme</li> <li>f) Games equipment frequently used</li> </ul>	<ul style="list-style-type: none"> <li>a) Commences as soon as children enter gym</li> <li>b) Individual activity</li> <li>c) Vigorous</li> <li>d) Either children's choice or teacher directed</li> <li>e) Based on previous lesson or introduces new theme</li> <li>f) Small apparatus may be used</li> </ul>	<ul style="list-style-type: none"> <li>a) Commences as soon as children enter gym</li> <li>b) Individual activity</li> <li>c) Vigorous</li> <li>d) Either children's choice or teacher directed</li> <li>e) Based on previous lesson or introduces new theme</li> <li>f) Music or percussion instruments may be used</li> </ul>
II. Movement of Skill Development	<ul style="list-style-type: none"> <li>a) Lesson themes developed</li> <li>b) Includes footwork, body work, space training, and skill with equipment</li> <li>c) Activity may be individual, with a partner, or in small groups</li> <li>d) Games equipment will be used</li> <li>e) Quality of individual performance is stressed</li> <li>f) Emphasis on integration of skill involving footwork, body work, space training, and skill with equipment</li> </ul>	<ul style="list-style-type: none"> <li>a) Lesson themes developed</li> <li>b) Includes arm work, leg work, and body work</li> <li>c) Activity may be individual, with a partner, or in small groups</li> <li>d) Small apparatus may be used</li> <li>e) Quality of individual performance is stressed</li> <li>f) Emphasis on development of a movement vocabulary involving sequences of movement</li> </ul>	<ul style="list-style-type: none"> <li>a) Lesson theme or themes developed</li> <li>b) Includes movement experiences based on one or more movement themes</li> <li>c) Activity may be individual, with a partner, or in small groups</li> <li>d) Music or percussion instruments may be used</li> <li>e) Quality of individual performance is stressed</li> <li>f) Emphasis on development of a movement vocabulary and the relation of this vocabulary to the expression of ideas and feelings</li> </ul>
III. Final Activity	<ul style="list-style-type: none"> <li>a) Game—using the skills developed in skill training section</li> <li>b) Individual, partner, or small group games</li> </ul>	<ul style="list-style-type: none"> <li>a) Large apparatus work—transfer of movement experiences to apparatus</li> <li>b) Individual, partner, or group work on apparatus</li> </ul>	<ul style="list-style-type: none"> <li>a) Dance—movement training employed for creative expression</li> <li>b) Individual, partner, or group work with or without accompaniment</li> </ul>

## C. EXAMPLES OF LESSON PLANS

### 1. EXAMPLE OF A GAMES LESSON PLAN

**Topic:** Games

**Specific Situation:** Grade IV, 29 students, indoors.

**Theme:** Basketball Lead-up Games Lesson—The Introduction of 3 vs 3 (the children are required to pass the ball to the most suitable team mate).

**Materials:** 29 balls (preferably of 8½" size)  
29 colored bands

(Equipment should be divided and placed in suitable containers in four corners of the gym for ease of distribution and collection).

**Relationship with Previous Lesson(s):** Continue work on footwork, space training, throwing and catching skills.

Organization—Equipment—Tasks	Coaching Points and Questions	Possible Evaluation
<b>I. Introductory Activities (3 mins.)</b>		
Familiar tag game:	a) "Can you stop and start quickly?"	Little deking and faking was evident; more practice is required.
Catching Tails	b) "Can you change your direction suddenly?"	
	c) As you are running show changes in speed so that at different times you are running quickly, slowly, very fast, etc."	
	d) "Pretend you are going to move one way, then suddenly dart off in another direction."	
<b>II. Skill Training (15-20 mins.)</b>		
a) Dodge and mark:	a) "Change your speed."	More contrast in speed required. Deking and faking improved.
Catching Partner's Tail	b) "Change your direction suddenly."	
	c) Select a pair to demonstrate quick change of speed and direction, and deking and faking.	
	d) "Can you pretend you are going to move one way and then suddenly move in another direction?"	
b) Sideways dodge and mark:	a) "If you are a dodger, pretend to move one way, and suddenly move in the opposite direction."	Good footwork was demonstrated.
Mirror the movements of your partner—first facing and then with your back to the dodger	b) "If you are the guard keep your eye on your opponent."	
	c) Alternate guard and dodger.	
	d) "Try to keep at least arms length away from opponent."	
c) Each with a ball:	a) "Change your direction frequently."	Most children found change of speed difficult.
	b) "Change the speed at which you move—sometimes bounce quickly, then slowly, then very fast."	
	c) "Bounce using one hand, then the other. Alternate the hand you use."	
(i) Throwing and catching on the spot: on the move	a) "Keep your eye on the ball."	Individual work with the ball of a reasonably good standard.
	b) "Move quickly to get under the ball."	
	c) "Throw the ball in different directions."	
(ii) Throwing against a wall and catching	a) "Select a target and try to hit your target."	
	b) "Keep your eye on the ball."	
	c) "Move quickly to get in line with the ball."	

**Organization—Equipment—Tasks****Coaching Points and Questions****Possible Evaluation**

- d) One ball between 2:  
Partners—one with one throwing and catching on the spot; on the move
- e) One ball per group of 4:  
Keep-Away 2 vs 2  
(1 pair wears colored bands)

- a) Select a pair for a demonstration which shows aiming the ball and at different levels.
- b) "Move quickly to get in line with the ball."
- c) "Move into an empty space to receive the pass."
- a) "Keep the ball moving."
- b) "Can you make a space into which you move quickly?"
- c) "Remember what you were doing in sideways dodge and mark. Can this help you to get into the open?"
- d) "When your team has the ball, move into an open space for a pass. When the other team has the ball, try to stay between the ball and your opponent."

A reasonable awareness of space was demonstrated.

Children failed to use the various passes practiced when working with their partners. The children encountered problems in adjusting quickly from offence to defence.

**III. Game**

- a) One ball per group of 6:  
3 versus 3 (1 group of 3 wearing colored bands)
- (i) Free passing
- (ii) Five passes—team scores a point every time it completes five consecutive passes

- a) "Look for the person in the best position to receive the ball."
- b) "Keep the ball moving quickly."
- c) "When on the offence, try to create open spaces—when on the defence, stay between the ball and the person you are checking."
- d) Select a group to demonstrate quick moves from attack to defence. "Is the passer selecting the team mate in the best position to receive the pass?"
- e) All groups play again.

Passer generally did not react quickly enough. More work on guarding an opponent required. Children found it difficult to adjust to the 3 vs 3 situation.

**IV. Evaluation**

A great deal more work is required in the 3 vs 3 situation before the children will be able to adjust easily to attack from defence. The element of choice in determining which team mate to pass the ball provides considerable challenge for the children.

**2. EXAMPLE OF A GYMNASTICS LESSON PLAN**

**Topic:** Gymnastics.

**Specific Situation:** Grade III, 28 students.

**Theme:** Stretch and curl (introductory lesson).

**Materials:** 1 box horse, 2 benches, Trysson apparatus, 6 large mats, 4 skittles and 2 canes.

**Relationship with Previous Lesson(s):** Previous work on transfer and reception of body weight will be related to the new theme.

**Organization—Equipment—Tasks****Coaching Points and Questions****Possible Evaluation****I. Introductory Activities (3 mins.)**

- a) Children will be instructed to enter the gym and practice travelling around the space taking the weight on different parts of the body.

- a) Group coaching:  
—"Keep a good space around you as you travel."  
—"Try to move into an open space."  
—"Have you travelled on feet, hands and feet, shoulders, back, hips?"  
—"Have you travelled forwards, backwards, sideways?"
- b) Individual coaching:  
—"John, that is very good, travelling on one foot only. Can you show me how you can travel on some other part of your body?"  
(Continue individual coaching relative to direction, spacing, speed, body parts, landings.)

Children demonstrated stepping, rolling, and sliding actions using many parts of the body.



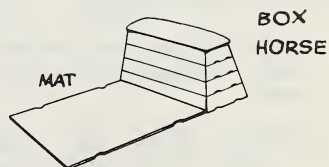
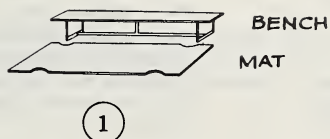
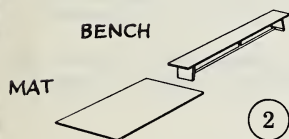
Organization—Equipment—Tasks	Coaching Points and Questions	Possible Evaluation
<b>II. Movement Training (12 mins.)</b>		
a) "Show how you can travel on different body parts—sometimes stretched out and sometimes curled up."	<p>a) Observe and choose 3 or 4 children to demonstrate stretched and curled body positions. Comment and ask children to comment on the body shapes.</p> <p>"What are stretched shapes?"</p> <p>"What are curled shapes?"</p> <p>Have the whole class try the task again.</p>	Children did not fully show clarity in stretched shapes. Curled shapes were well done.
b) "Weight on feet—jump and show a stretched position in the air."	<p>a) Give group coaching to ensure good landings: "Land on the balls of your feet, let your knees bend when you come down to the floor, and then spring away from the floor."</p> <p>b) Observe and choose children to demonstrate a variety of stretched positions—some narrow, some wide. Have the whole class try the task again.</p> <p>c) Give group coaching: "Are you stretched out as far as you can—head, arms, legs, etc."</p>	Landings were much improved. More work needs to be done on jumping—extension of knee, hip, ankle, and use of arms.
c) "Jump, land, roll and jump."	<p>a) Give group and individual coaching to ensure good landings, a stretched position in both jumps, and a curled position in the roll: "Mary, keep your body curled tightly as you roll." "Jim is rolling sideways. Can your roll take you in a different direction?" "Jane does one narrow stretched jump, then one wide stretched jump. Can you try different stretched positions in your jumps?"</p>	Jumps poorly done. Rolls very good but tended to lack variety—all sideways. Lack of continuity in sequence.
d) "Weight on hands—send your seat or your feet to the ceiling."	<p>a) Give group and individual coaching to ensure proper hand position, head position, and good landings. "Hands firm on the floor with fingers pointing straight ahead. Keep your head up. Bring your feet down close to your hands."</p> <p>b) Observe and choose children to demonstrate curled position when seat is sent up to ceiling and stretched position when feet are sent up to the ceiling. Have the class try again.</p>	Landings tend to be too far from hands. More work needed to improve extended positions in the air.
e) "Weight on hands, land, roll and jump."	<p>a) Give group and individual coaching for good landings, curled rolls, stretched jumps and curled or stretched position while weight is on hands: "Firm hands on the floor. Keep your head up. Are you stretched or curled when the weight is on your hands? Keep your head tucked in as you roll. Really stretch when you jump."</p> <p>b) Observe and choose children to demonstrate the task. Point out the good qualities and suggest ways of improving for each demonstrator. Have the whole class try task again.</p>	More practice necessary in taking weight on hands. Lack of continuity in sequence. Static work developing—tasks must demand moving sequences.

## II. Group Work (15 mins.)

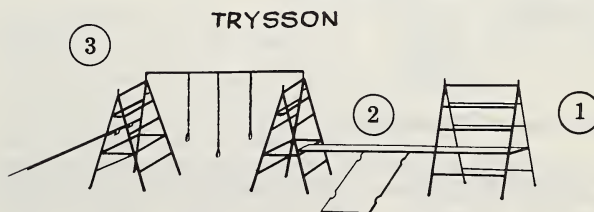
- a) Organize groups and stations.  
8 groups of 3 or 4 per group.

### Groups Stations

- |   |                            |
|---|----------------------------|
| 1 | Bench and mat [1]          |
| 2 | Trysson [1]                |
| 3 | Skittles, cane and mat [1] |
| 4 | Trysson [2]                |
| 5 | Bench and mat [2]          |
| 6 | Box horse and mat          |
| 7 | Skittles, cane and mat [2] |
| 8 | Trysson [3]                |

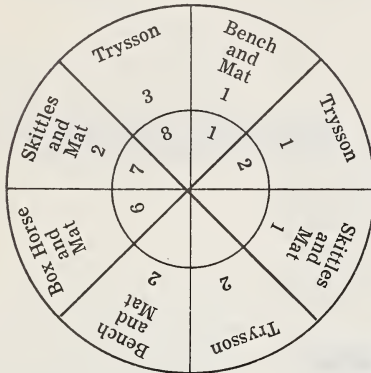


### GROUP STATIONS



## Organization—Equipment—Tasks

- b) "Travel along or over your apparatus—show at least one curled shape and one stretched shape.



Clock indicating group rotation order. See page 16 for explanation.

- c) Rotate groups twice — Repeat task at each new piece of apparatus.

## Coaching Points and Questions

- a) Group and individual coaching as teacher moves from station to station: "Make sure you make a continuous journey along or over your apparatus. Make sure that you include one stretched shape and one curled shape. Think about your landings—balls of feet, bend and spring."

"Try to show a stretched shape as you travel along the mat."

"Can you curl and stretch as you travel along the Trysson?"

(Continue coaching points for each piece of apparatus).

- b) Observe and choose children to demonstrate the task as they work on the various pieces of apparatus. (Show demonstrations on 2 or 3 pieces of apparatus). Point out good performance and make suggestions for improvement. Have the class try again.

## Possible Evaluation

Children tended to experiment and ignore stated task. Work tended to be static on Trysson.

## IV. Conclusion

- a) "Put the apparatus away. Find a space to practice the sequences: weight on hands, land, roll and jump."  
b) "Line up to return to the dressing room."

- a) "Carry the mats."  
b) "Lift the apparatus—have enough people to help you."

Children must be reminded of co-operative procedures for placing and returning apparatus.

## V. Possible General Evaluation:

The children worked well. They were able to demonstrate static work developing and to ensure continuity and flow of movement as they transferred and received body weight.



### 3. EXAMPLE OF A DANCE LESSON PLAN

**Topic:** Dance

**Specific Situation:** Grade VI, 30 students, 30 minutes.

**Themes:** To be aware of, and experience movement in and through space. Emphasis on direction of movements in straight lines, facing, floor patterns, and how these can relate to the expression of an idea, happening or emotion.

**Materials:** Percussion instruments—bells, cymbals, jungle sticks, tambourines, sticks, wood blocks, triangles, rattles (one instrument per student).

**Relationship with Previous Lesson(s):** Draw on and add to previous experience in bending, stretching, and twisting movements; locomotion; change in level, tempo and muscle force; and perception of the rhythm of movement.

Organization—Equipment—Tasks	Coaching Points and Questions	Possible Evaluation
<b>I. Introductory Activity (2 mins.)</b>		
a) "On a stationary base bend, stretch, and twist small body parts. Gradually make all movements bigger. Add leg and footwork and move through space."	Group coaching: "Move as many parts at once as possible." "Cover progressively more space." "Increase speed." "Be aware of the body cutting through space."	Most are moving well. Boys need constant reminder to increase trunk movement.
<b>II. Movement Training (20 mins.)</b>		
a) "One percussion instrument per pupil." "Move through space at a walking tempo." "Accompany yourself with the instrument."	Group coaching: "Try small steps, large steps, sometimes fast, sometimes slow." "Match sounds of instruments to steps."	More individual coaching is necessary in order to produce variety.
b) Repeat (a) concentrating on movement in straight lines only."	Once the idea is established, suggest variety in length and speed of steps.  "How do you change from one straight line to another in a different direction?" (angles, sharp points, curves)  "Must all straight lines be the same length?" (short, medium, long)	Idea quickly absorbed.  Good discussion. Idea of curves and circles arose—good theme for a following lesson.
c) "Walk in straight lines of various lengths showing sharp angles when changing direction. Accent the point of the angle with a loud sound on your instrument."	Group coaching: "Straight lines only." "Change direction sharply." "Make different lengths of lines." "Accent clearly with the instrument."	Class found difficulty at first keeping all tasks in mind but gradually improved as coaching persisted.
d) "Make a sequence consisting of five straight lines. Repeat the sequence."	Group coaching: "Remember angles and length of lines accurately." "Pattern made on the floor is called a floor pattern." "Which way are you facing as you move along each line?" (Mainly forward.) "Instead of always moving forward, can you move in different directions without changing the direction you are facing?" Can you move forward, backward, sideways, diagonally, turning curves or any of these combinations?	Some aided in selecting and setting pattern quickly by drawing it on the floor with finger.  Those who weren't sure about the idea of facing were aided by teacher demonstration.

**Organization—Equipment—Tasks**

- e) "Put the instruments away. Using your five-line floor pattern, try variations of facing, size of steps, and speed of movement. Select a specific sequence."
- f) "Working with the sequence you have selected, experiment with bending, stretching and twisting of the whole body as you progress along each line. At each angle of the floor pattern show clearly a very high or low level."
- g) "Practice the sequence for quality, control, smoothness."

**Coaching Points and Questions**

Group coaching:  
"Try for variety and interesting combinations."

Group coaching:  
"Maintain planned facing, speed, size of steps, etc."  
"Using trunk as well as arms."  
"You may or may not pause at an angle."  
"Experiment."

Continue giving individual coaching.

Select children to demonstrate.

Comment on observation.  
(Evaluation of variety, quality, accuracy in response to problem, ways to improve.)

**Possible Evaluation**

Good variety was developed here. Students were really trying for contrast.

Need constant encouragement to vary axial movement.

Some excellent variety and control. Some have difficulty moving from one line to another without stopping.

Students perceived weaknesses and suggested constructive improvements.

**III. The Dance (8 min.)**

- a) Discussion

What does forward facing movement mainly in straight lines suggest in people?, in nature?, in machines?" (predominance of forceful movement—determination, power, purpose.)

What does backward movement suggest—in people?, nature?" (retreat?, in fear?, for safety?, preparation for a forward movement?, waves, boxer.)

"What does sideways movement suggest—in people?, animals?" (to see better, curiosity, to try to pass an obstacle, to get out of the way of something?)

Discussion kept students thinking. One idea lead to another. Need to concentrate on boys' responses to keep them involved.

- b) "With a partner, decide on an idea related to people, nature or machines which includes one or more changes in direction. Express this idea in body movement thinking of direction and floor patterns."

Individual and group coaching relating to: direction, straight lines, creative ideas.

Select and observe 3 or 4 partners.

Evaluate—point out good qualities and make suggestions for improvement.

Some couples planned and began working quickly. Others needed help with ideas.

**GENERAL EVALUATION:**

The suggestion to "exaggerate movements" helped some to move from too specific pantomime toward dance movement. Lessons on abstraction will help this problem.  
Add percussion accompaniment in the next lesson.

## IV. TEACHING METHOD

### A. Description of Teaching Methods

Skill is acquired through imitation, experimentation, selection and repetition. Children of all ages observe and copy the actions of others. Since children are inquisitive and creative, their skills may be developed through the process of trial and error. In this experimentation children are encouraged to select the most successful or expedient method of performing. Once the selection is made, quality is achieved through repetition. Teaching methods must be related to the learning process.

In order to allow for imitation, experimentation, selection, and repetition the teacher must be prepared to give the children some choice in selection of the activity but she must also provide the direction necessary to ensure quality of performance. The teaching method employed moves along a continuum from direct to indirect. The most common method used by the teacher can be described as a limitation method which combines features of both the direct and indirect methods.

#### 1. Direct Teaching

In this method both the choice of activity and the manner in which it is to be performed are decided by the teacher. This method is particularly advantageous when the activity is within the range of the entire class and the teacher's interest is in improving the quality of a specific skill. Direct teaching is of special value when coaching individual children. However, it should be used sparingly in total class instruction as it tends to discourage independence and initiative, it may lead to stereotyped movements, and it does not allow for individual differences.

#### 2. Indirect Method

In this method the children are free to choose their own activity. This method provides the teacher with an opportunity to discover the children's likes and dislikes and to assess the value of the training given. The children are provided the opportunity to work at their own level, and in certain activities, to excel or reach a high standard. It is particularly valuable for developing confidence, especially in the use of large climbing apparatus. However, the children may restrict activities to one particular type of movement; problems may arise in coaching and discipline; and it is difficult for the teacher to assess progress.

#### 3. Limitation Method

In this method, opportunities are provided for choice, but the choice is limited by certain factors such as lesson theme, stated tasks, and choice of apparatus. This method is sound in that it provides for individual differences, and allows for exploration and experimentation. All children are challenged and encouraged to think in order to solve the problem that has been set. They are provided with a sense of security and an opportunity to develop confidence and a feeling of success. Coaching of the whole class is possible because of the similarity in the types of movement being performed.

By varying the methods of presentation and combining the various methods in different ways, the teacher gives greater opportunity for breadth and depth to the students' work, thereby giving variety and interest.

NOTE: A teacher schooled in the direct method of teaching should be encouraged to introduce the indirect and limitation methods gradually. Only as he gains experience will he develop the most effective combination of methods.

### B. Teaching Techniques

To achieve variety and quality of movement the teacher should make use of the following techniques and incorporate a combination of many in each lesson:

- (1) General class coaching as the children work. The teacher makes general comments and suggestions to the whole class in order to clarify the stated problem and broaden its scope.
- (2) Individual coaching as the children work. The teacher observes the individual and makes comments and suggestions in order to improve the child's performance.
- (3) General coaching following practice. The teacher, noting general difficulties, stops the class and gives coaching points. The class works again.
- (4) Question and answer technique. The teacher stops the class to make a particular point, establishing the point by asking the children questions relating to what they have been doing.
- (5) Demonstration
  - (a) The teacher selects a student or group of students to demonstrate what they have been doing. The teacher draws the attention of the children to particular features. Following the demonstration the children carry on with their practice.
  - (b) The class or individuals within the class observe a demonstration by one child or a group of children. Individuals are asked to note and comment on certain features. The advantage of this technique is that the children concentrate on what is being shown and learn to analyze movement.

Demonstrations are of particular importance in the development of an understanding of movement. The child is given the opportunity to analyze and verbalize. The teacher should make use of individual, small group, and large group demonstrations in order to:

- (i) clarify task;
- (ii) show quality of performance;
- (iii) show similarities and differences in performance;
- (iv) encourage variety;
- (v) show sequence or continuity of movement;
- (vi) show different standards of work.

For the most efficient use of demonstration teaching the teacher should ensure that:

- (i) all children are able to see and hear;
- (ii) all children are paying attention before the demonstration proceeds;
- (iii) some demonstrations may be repeated to ensure clarification of important points;
- (iv) demonstrations are short and to the point;
- (v) lesson continuity is not broken by excessive use of demonstrations;
- (vi) the same child, or children, are not asked to demonstrate too frequently.

(It is very important that, over a series of lessons, all children be asked to demonstrate.)



## V. SAFETY

It is the responsibility of the teacher to take every precaution to ensure the safety of the child in the gymnasium and on the playground. For maximum safety in the physical education lesson, the teacher should be guided by the following:

### A. Discipline

In every physical education lesson, a quiet, working atmosphere should prevail. This does not preclude the natural, enthusiastic response which may occur as a result of the on-going experience. Discipline is related to activity and interest. If the child is given a maximum amount of purposeful activity at his level of interest, teacher-imposed discipline will be unnecessary. Established routines give the child a sense of security and, as a result, many of the situations which could lead to discipline problems are avoided. The teacher should establish consistent methods for:

- (1) travelling to and from the gymnasium or playground;
- (2) changing to gymnasium dress;
- (3) beginning activity immediately upon entering the gymnasium;
- (4) dispersing and collecting equipment;
- (5) moving, placing, and checking large apparatus;
- (6) working in groups and using a definite rotation order.

### B. Teaching Methods

Children of all ages are well aware of their capabilities and limitations and therefore seldom attempt activities beyond their ability. It is important that the teacher should not prescribe set activities but rather provide a framework within which each child can work at his own level of ability. Accidents are only likely to occur when children are forced to perform activities which are beyond their achievement level. This does not preclude teacher assistance or spotting if an individual within the class chooses to attempt, or is challenged to attempt, a difficult activity. This then implies that the teacher must have sufficient knowledge to be able to assist a child when such situations arise.

### C. Safety Techniques

Personal safety in the gymnasium or on the playground is directly related to:

- (1) having sufficient **personal** space within which to work;
- (2) being capable of moving within the **general** space provided without interfering with the **personal** space of others;
- (3) being capable of controlling body momentum.

Children must have the opportunity to review and constantly practice safety measures throughout all grades in the elementary school. The teacher must teach the following safety techniques:

#### (1) Spacing

The development of an awareness of space is of vital importance to safety and skill development in games, gymnastics and dance.

Children should be provided with many opportunities to: practice finding a space of their own; move freely in space; work in space with small equipment; arrange large apparatus to provide for adequate working space; work with equipment, or on apparatus in conjunction with a partner, or a small group.

#### (2) Body Momentum

The child must be capable of controlling the body in any given situation. Provision is made within lessons for practicing such control during: quick stops and starts; flight; landings following balanced positions on various parts of the body; and landings involving rolling actions. These techniques should be practiced in relation to floor work and then related to work on the apparatus.

### D. Dress

The selection of attire that ensures freedom of movement and firm footing both in the gymnasium and out of doors promotes safety. Shorts, T-shirts and running shoes or bare feet are desirable.

Running shoes should be worn for all outdoor activities and where the surface of the instruction area is rough or abrasive, or the activity is likely to be damaging to the feet through vigorous stops and starts, quick aggressive movements, and/or rough body contacts. Participation in bare feet during activities such as gymnastics and dance permits excellent grip, desirable refinements of movement, and superior foot and lower leg development. Children, therefore, may work in bare feet in the gymnastics and dance sections of the program where the floors, in the judgment of the teacher, are suitable for bare foot work.

Where time and facilities permit, elementary teachers are strongly encouraged to change to suitable clothing. Gym shoes or bare feet are a necessity.

### E. Equipment

In the interest of safety the teacher must assume responsibility for checking at the beginning and during every lesson, the following:

- (1) that all equipment has been properly assembled;
- (2) that the equipment is adjusted to suitable height for the activity;
- (3) that the equipment is properly spaced for various tasks assigned;
- (4) that all equipment is safe for use—functioning properly and in good working order;
- (5) that improvised equipment is suitable for the demands placed upon it.

The teacher should attempt to develop pupil consciousness of the need for these precautions.

### F. Accident Procedure

School administrators and teachers should meet and reach an agreement regarding specific procedure to be followed in the case of pupil injury. A statement of the specific procedures should be posted where it is easily accessible. Teachers and pupils must be made aware of its location and contents.

## VI. EVALUATION

The program emphasizes the understanding of movement and the progress of each individual according to his own maturity and ability. The teacher attempts to develop each child to his maximum potential. Grades or marks indicate the achievement of a given standard, but in physical education each child has his own standard of performance and should be assessed accordingly. This assessment should take into account the individual's physical characteristics, level of maturity, effort, improvement, physical ability and background of experience. The assignment, therefore, of formal marks or grades is not feasible.

The teacher has a responsibility to inform the parent as well as the child, of the child's progress in physical education. Space should be provided on report cards for the teacher to make written comments relating to improvements, difficulties and special aptitudes.

Evaluation is much broader than the assessment of individual pupils. The regular evaluation of each lesson is required in order to ensure progress from lesson to lesson and from year to year and is therefore very important.

## VII. ORGANIZATION AND ADMINISTRATION

### A. Time Allotment

In order to achieve objectives:

- (1) a regular sequence of well-planned lessons is essential;
- (2) a minimum of 90 minutes of class time per week should be devoted to physical education instruction;
- (3) in Division I, time should be allotted daily;
- (4) in Division II, three thirty-minute periods per week should be scheduled.

In some situations it may be advisable to block instruction time in order to use relatively distant community facilities such as swimming pools and skating rinks. For example, three twenty-minute periods or two thirty-minute periods might be combined. Probably one hour should be the maximum for such a period.

### B. Dress

Suitable attire for physical education should be inexpensive, plain colored, and washable. Shorts, T-shirts and running shoes or bare feet are recommended. Since skirts, slacks, and sock feet are restrictive and hazardous, they should be avoided. The recommended clothing is comfortable, requires little financial outlay, saves wear and tear on regular clothing, and assists the wearer to meet accepted standards of body hygiene.

Additional heavier outdoor clothing for pupils and teachers may be necessary for certain activities conducted out of doors.

### C. Teacher Assignment

Physical Education provides a situation quite unlike the opportunities provided in regular classroom activities for the observation of physical skills and abilities, social interactions, and emotional maturity. The professional teacher takes every opportunity to gain further knowledge and insight concerning members of her class. In the ideal situation, all teachers would have sufficient training to enable them to conduct their own physical education classes. However, since this ideal situation may not always exist, the following recommendations regarding staff assignment are made:

- (1) In Division One it is recommended that classroom teachers instruct their own classes. The association of the Division One child with the individual teacher gives the child a feeling of security which far outweighs the advantages which might be gained if instruction in physical education is given by a specialist.
- (2) In Division Two, because of the increasing complexity of the skills and the need for continuity of instruction, some specialization is desirable.
- (3) On each elementary school staff there should be at least one person who is well trained in physical education and whose instruction in this subject area is regarded as outstanding. This teacher should serve as a resource person in this subject area for other staff members.
- (4) One staff member should be in charge of ordering, maintaining, and distributing equipment. At least two staff members should be responsible for organizing the noon hour, recess, and after school intramural activities. Ideally, a woman teacher should assume responsibility for organizing the girls' program and a male teacher the boys' program. All staff members, however, should have a part in conducting these activities in order to enhance the possibilities of a successful intramural program. Involvement in the intramural program provides the teacher with another opportunity to establish a pleasant, effective, working relationship with the pupils.

### D. School Timetabling

In order to accommodate all classes in physical education in the gymnasium, it is necessary to schedule classes all hours of the school day. Many teachers have found that following a vigorous lesson in physical education children are alert and attentive. For this reason many teachers prefer to schedule classes in physical education during the first hour of the school day.

The advantages of scheduling boys and girls together in physical education would seem to outweigh the disadvantages. The choice and quality of activity selected by the children provides greater variety of movement and increased standard of work, for girls of this age group tend to demonstrate precision and quality while boys are more likely to demonstrate strength and speed. Another advantage of mixed classes is ease of scheduling.



Class periods in physical education should be well spaced throughout the week. The interruption of regularly scheduled class periods should be permitted only under very special circumstances.

#### E. Class Load

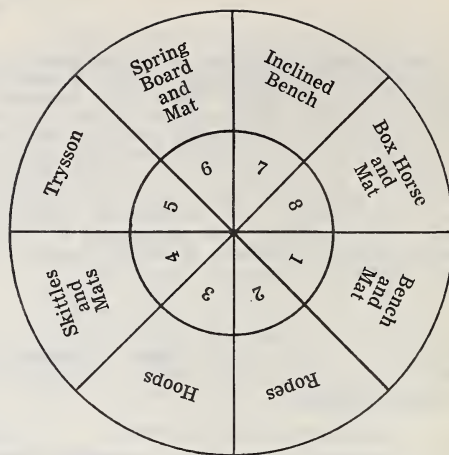
It is recommended that class size be limited to a maximum of thirty pupils because of the space and equipment requirements and the emphasis on maximum activity. There seems, therefore, to be little place in physical education for team teaching.

#### F. Class Organization

Successful lessons in the gymnasium or on the playground are, more often than not, the result of the teacher's ability to utilize effectively the various methods of class organization. Those methods which ensure maximum participation, maximum use of space, and maximum use of available equipment are the most suitable.

The following teaching techniques are suggested:

- (1) Scatter formation should be used for all individual work and for partner and group work whenever possible. The use of this formation develops an awareness of space, provides maximum activity for a maximum period of time, and its informality tends to encourage individual initiative while permitting each child to work at his own level of ability.
- (2) To use scatter formation most effectively, the teacher moves freely around the teaching area. This enables him to observe as many individual performances as possible, to give encouragement and help to individuals, to observe and point out problems common to the whole group, and to choose children to perform demonstrations for various purposes. The teacher is **teaching** throughout the lesson.
- (3) Small groups of four or less children should be used;
  - (a) Whenever there is a need to share the available apparatus and equipment;
  - (b) To provide a diversity of experience.
- (4) The composition of groups may be determined in the following ways:
  - (a) Allowing the children to choose the individuals with whom they would prefer to work;
  - (b) Placing the children according to ability;
  - (c) Placing the children according to similarities and differences in physiques;
  - (d) Placing the children in groups that will provide the most challenge and stimulation.
- (5) Squads with designed squad leaders may be employed in games, track and field, swimming, and skating lessons. These leaders may be appointed or chosen and may assume certain responsibilities. Children may be assigned to a squad for a unit of work extending over several lessons.



**Clock Rotation Chart**

- (6) As all children should have an opportunity to perform on or with various pieces of apparatus or equipment, a rotation system must be established. In order that the teacher may be certain that each child participates at each station, some written record should be employed.

The illustrated clock rotation chart is a suggested technique. Two circles are cut out of heavy paper. The smaller circle (squad numbers) is attached to and rotated inside the larger circle (squad stations). This chart may also be used in games, and track and field lessons.

- (7) The teachers in the school should meet and jointly schedule the units of work for the year so that all classes on any given day will be working on the same teaching units e.g. gymnastics. This simplifies many problems often associated with equipment both in the gymnasium and out-of-doors.
- (8) The equipment should be spaced around the teaching area to facilitate its dispersal and collection and to minimize safety and discipline problems.
- (9) Wherever possible, the children should be responsible for the dispersal and collection of equipment. Teachers often underestimate the ability of children, particularly in primary grades, to handle equipment of all sizes. It is important that the teacher take the necessary time to train the children to be responsible for the equipment. If this is not done the program will be curtailed because the teacher cannot cope with the dispersal and collection of equipment by himself.



## VIII. RECESS, NOON HOUR, INTRAMURAL AND INTERSCHOOL ACTIVITIES

The time devoted to physical education is in addition to the normal recess, noon hour and after school periods.

### A. Division One

The children in Division One are not yet ready for the organized activities of an intramural or an interschool program. They should, however, be provided with play space and equipment for many informal types of activities during recess and noon hour, have free choice of activity during this time and be encouraged to participate in a wide variety of suitable activities. These informal activities should, however, be under the supervision of various members of the teaching staff.

### B. Division Two

Recess, noon hour, and after school activities are more highly organized and should include an intramural program. However, provision should be made for free choice of activity.

The intramural program, at this level, should grow out of and coincide with the games lessons in

physical education. The program should consist mainly of lead-up games which provide opportunities for basic skill practice in small competitive units.

A highly competitive, interscholastic sports program has no place in the elementary school. When games become too competitive, the tendency is toward specialization and concentration on raising the performance level of the highly skilled. At the Division Two level all children should be provided with the opportunity for participation in a wide variety of experiences related to the various skills involved in the games played. Although all children should be encouraged to participate, the ultimate decision must be left to the child. Forced participation may result in a strong dislike for physical activity.

While it has been stated that staff members are responsible for organizing the program, children should be given the opportunity to assume leadership roles within the intramural program. Some may serve as team captains or officials while others may be responsible for equipment, field marking and record keeping.

## IX. FACILITIES AND EQUIPMENT

### A. Indoor Facilities

The following information suggests physical education facilities for an elementary school. A one-station gymnasium is recommended for an elementary school of one to twelve rooms. A two-station gymnasium is recommended for an elementary school in excess of twelve rooms. The recommendations are based on an enrollment that produces eight Division One classes and seven Division Two classes with the allotted instructional time of one hundred minutes per week for Division One and ninety minutes per week for Division Two.

#### 1. One-Station Facility

The recommended minimum size for a one-station gymnasium is 60' x 48' (2,880 square feet). This is the actual floor size and does not include a stage.

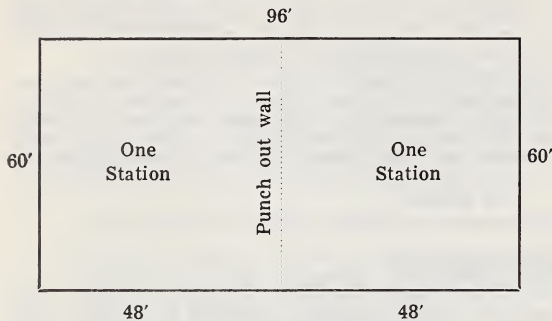
- a) Ceiling height—the recommended ceiling height is twenty feet.
- b) Flooring—the recommended flooring is number one hardwood maple floor on plywood on 2" x 4" sleepers resting on a concrete pad. This floor gives the resilience required for the activities of the movement program. Those types of flooring that are attached to a concrete pad by an adhesive are not recommended. The floor should be marked and equipped with the standards necessary to accommodate all phases of the program. School and community use should be given every consideration.
- c) Walls—unbroken wall space to a minimum height of twelve feet is recommended. The walls from the floor to the twelve foot level should be constructed so that they may be used as an instructional aid. Doors should be located so that they minimize the loss of useable wall space.
- d) Lighting—the gymnasium should preferably

depend entirely on artificial lighting. The recommended standard is seventy-five foot candles taken four feet above the floor.

- e) Windows—the natural light provided by windows may constitute a hazard for the child involved in physical activity. It is strongly recommended that windows be excluded from a gymnasium structure.
- f) Acoustics—sound absorbent material should be used at high levels to reduce reverberation time. Under the best conditions for instruction, reverberation time should not exceed 1.6 seconds.
- g) Storage—a minimum of 200 square feet of storage is desirable for a one-station gymnasium. This area does not include chair storage which should be completely separated from gym storage. Gymnastic mats are best stored flat on mat carts. Additional storage space for flat mat storage and chairs is ideally found under the stage, where this facility is included as part of the gymnasium. Gymnasium storage must have direct access to the gym proper and at the same time be conveniently located for use in the outdoor program.
- h) Installed equipment—floor plates for gymnasium standards, wall brackets, fixed climbing apparatus, and ropes, electrical outlets, clocks, jacks for public address outlets, and consoles, all require careful consideration in planning, purchase and installation. The trend toward greater use of climbing apparatus requires a careful study of the use of "fixed" versus "portable" as it can be best incorporated for use in the available spaces.
- i) Instructors' Offices—one hundred and twenty feet of office space is recommended for the male instructors and a similar area for the female instructors. The areas should include shower and wash basin facilities.

- j) Student Shower and Dressing Areas—the curriculum demands strenuous, active participation by the students. In the interest of their personal health and development it is recommended that dressing rooms and shower areas be included as part of the gymnasium plant. Two areas, one for males and the other for females, each of four hundred square feet are recommended. These areas should each be equipped with showers and lockers to carry a peak load of forty students. Totes, one per student using the area, are also recommended.

## 2. Two-Station Facility



The recommended size space for a two-station elementary gymnasium is 96'x60' (5,760 square feet). A one-station gymnasium may be converted into a two-station gymnasium by constructing the original facility so that it has one of the sixty-foot sides as a possible "punch out" wall. Some authorities favor the "punch out" wall which provides two stations that may be utilized as one. The two stations may be separated by a folding, coiling or a hanging partition, which provides greater flexibility. Others prefer two distinctly separate and identical stations with the wall space retained as a valid and valuable teaching aid.

## 3. Combined Facilities

When a facility is shared by more than one level of the school system, it is necessary to be sure that the needs of all students using the facilities are met. This will demand essential adjustments to all aspects of the above facilities.

## B. Outdoor Facilities

### 1. Areas

The school grounds (playing fields) should comprise an area of at least five acres for the first one hundred pupils plus an additional acre for each one hundred pupils or major fraction thereof. The entire area should be planned to best meet the physical recreation needs of the community.

### 2. Surface

The major portion of the area should be developed as level turfed area with provision made for easy and adequate watering. Extensive tarmac areas are recommended for crush areas and for wet day play, with a suggested minimum of tarmac fifty square feet per student.

## 3. Field Equipment

- Areas should be provided and equipped with apparatus for climbing, swinging, and creative play.
- Soccer, football, bordenball pitches, and goals should be planned and laid out for both regulation and non-regulation playing needs. North-south directions are best suited for these activities.
- Ball fields of regulation and non-regulation size should be included in the planned playing fields. The official backstops should be given north-east and south-west locations.
- Track and field areas should be included in the over-all plan with provision for a north-south turfed track, long jump pits paralleling the property lines, and high jump areas, jumping toward but not at fixed barriers.
- Ball rebound boards should be provided in marginal areas that are removed from lines of vehicular traffic.
- Tether ball posts or standards should be provided in marginal areas or in small, otherwise useless spaces.
- Posts or standards should be provided in marginal areas for games such as: newcombe, pingminton, volleyball, etc.
- Rinks for skating or boarded for hockey should be included to accommodate the winter program. Dual purpose tarmac areas are well suited for this purpose. Night lighting may be necessary.

## C. Equipment

Equipment includes those items that cost in excess of ten dollars and have a minimum life expectancy of five years. They are included as a part of the capital investment of the new school. When initial purchases are made and are necessarily limited by inadequate funds, it is recommended that the purchases meet initial program needs.

The following are recommended as the equipment required for a school with a one-station gymnasium.

### 1. Indoor Equipment

Item	Description	Quantity
<b>a) Gymnastic Equipment</b>		
Gymnastic Mats	Four feet wide—six feet long Known products — hair felt, resilibond, resilatex, resilite, ensolite	8
Mat truck	Four wheel flat	1
Balance Benches*	11 feet long, 12 inches high, top—10 inches wide, bottom beam—3 inches wide, bench hooks (rubber or leather covered) on one end of the top.	6



Item	Description	Quantity
<b>a) Gymnastic Equipment (continued)</b>		
Box Horse	Length—53" to 60", Height—48", Top width—14", Sections—4: Top—19", 2nd section—10", 3rd section—10", 4th section —9". Windows in ends and side to attach plank or bench.	1
Spring Board		1
Climbing Apparatus	Fixed to wall or portable	1
Climbing Ropes	Suspended from ceiling beams. 3 strands, first grade manila 1¼"—with 1" pattern thimble spliced one end, into ½" x 3" round welded ring, other end sized. Length measured from top to thimble to end of sized end.	

The following supplementary equipment is recommended in order to provide variety and stimulate interest.

Boxes and Plank*		2.1
Storming Board*	Inclined plane on a 2" x 4" frame	1
Hexagonal Box*	Six-sided box. ⅝" plywood top on a 2" x 4" frame	1
Parallel Ropes	Anchored to two walls and stretched across a corner of the gym	2

\*Plans for the Equipment marked \* are included at the end of this section.

#### b) Games Equipment

Gymnasium standards	as per floor
Volleyball nets	plan require-
Badminton nets	ments
Inflator with gauge	1

#### c) Dance Equipment

Console or record player	four speed	1
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## 2. Outdoor Equipment

#### a) Gymnastic Equipment

Area equipped with apparatus for hanging, climbing, swinging, and creative play.

#### b) Games Equipment

Soccer goals	minimum of 4
Backstops	minimum of 4
Long Jump pits and toe boards	minimum of 2
High Jump pits	minimum of 2
Bordenball - Hockey goals	minimum of 4
High Jump standards	2 sets
Metal crossbars	2 sets
Volleyball posts	minimum of 3
Tether Ball posts	minimum of 2
Ball rebound boards	minimum of 2
Boarded rink	as planned
Field liner	1
Stilts	4 pair

## D. Supplies

#### a) Games and Gymnastic Supplies

Item	Number
Soccer balls	15 per station
Volleyballs	6 per station
6" utility balls	36 per station
8" utility balls	10 per station
3" bounce balls	12 per station
Tennis balls	12 per station
Cosom (Plastic) balls	12 per station
Tether balls	minimum of 2
Fastballs	18 per station
Bats	12 per station
Fastball masks	4 per station
Fastball gloves	4 per station
Skipping ropes— 9'	36 per station
—22'	12 per station
Field marking	4 sacks per year
Sand	As required
Measuring tapes—100'	1 per station
— 50'	2 per station
Whistles	6 per station
Marking sets	1 per station
Bean bags	36 per station
Floor Hockey pucks	2 per station
Hoops—36"	8 per station
—30"	20 per station
—24"	8 per station
—18"	8 per station
Skittles*	8 per station
Team identification*	4 colors—9 per set
Quoits	36 per station
Bowling pins	20 per station
Garden canes	12 per station
Gamester bats*	36 per station
Ash poles	4 per station
Shuffleboard discs	As required
Shuffleboard cues	As required

Plans for the items marked \* are included at the end of this section.

#### b) Dance Supplies

Percussion Instruments	36 per station
Made up from a selection of the following:	
† Tambourines	10
† Drums (tambour)	6
Maracas	6 pair
Bells	6
Cymbal	1
Cymbals (pair)	6 pair
Chime Bar	1 set
Triangles	6
† Beaters	3 soft
† Beaters	3 hard
Castenets	4 pair
Jungle sticks	2
† Must be of good quality because they receive the most use.	
Records:	
Listen and Move (Green Label) F.D.S. 605 King St. W., Toronto	set of four records
Listen and Move (Blue Label) F.D.S.	set of eight records
Electronic Sounds —Inglebrecht (La Nursery), F.D.S.	1 record



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\*Cameron, W. McD. and Peggy Pleasance. *Education in Movement*. Ling Book Shop, Ling House, 10 Nottingham Place, London, W.I.

\*Gray, Vera and Rachel Percival. *Music, Movement and Mime for Children*. Ling Book Shop, Ling House, 10 Nottingham Place, London, W.I.

Laing, Margaret. *Games and Activities*. House of Grant.

\*London County Council, *Educational Gymnastics*, Ling Book Shop, Ling House, 10 Nottingham Place, London, W.I.

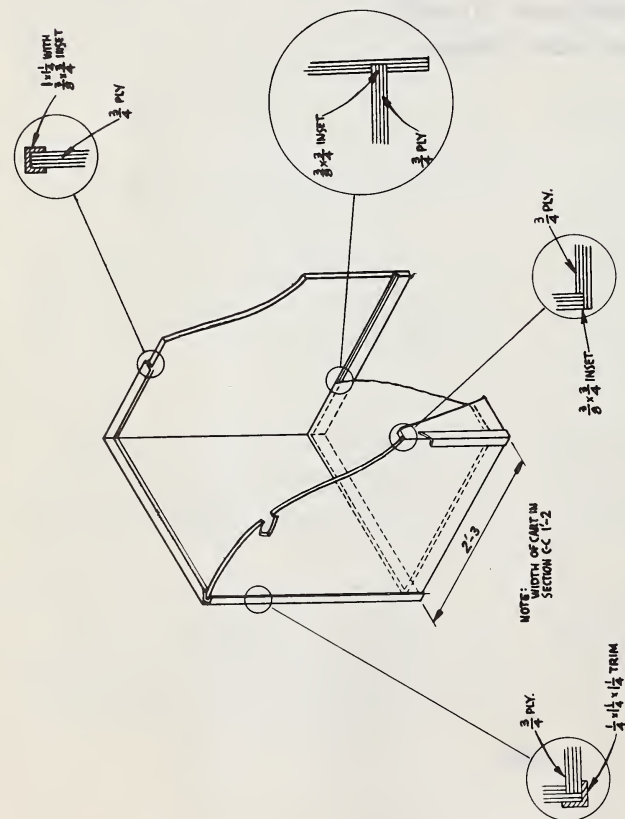
\*London County Council, *Movement Education for Infants*, Ling Book Shop, Ling House, 10 Nottingham Place, London, W.I.

\*Ministry of Education, *Moving and Growing*, Ling Book Shop, Ling House, 10 Nottingham Place, London, W.I.

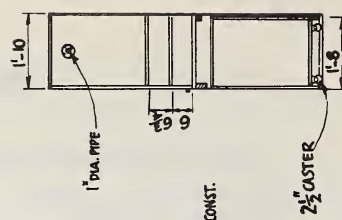
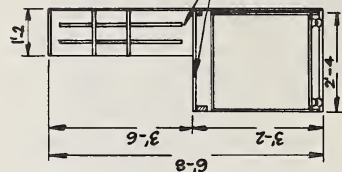
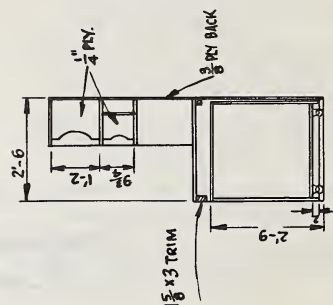
\*Russell, J. *Modern Dance in Education*. Macdonald & Evans, London.

NOTE: Those with an asterisk are available from Canadian F.D.S. Audio Visual Aids, 605 King St. W., Toronto 2B, Canada).

**APPENDIX**  
**EQUIPMENT AND STORAGE**  
**PLANS FOR ROOMS,**

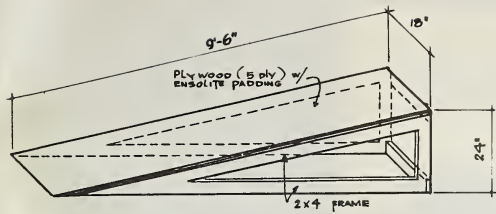


	EQUIPMENT	STORAGE	UNITS
1. Equipment	100	100	100
2. Storage	100	100	100
3. Units	100	100	100
4. Total	300	300	300

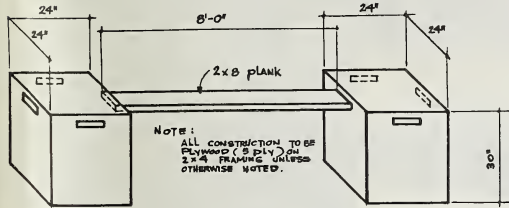


TYPICAL CART CONST.

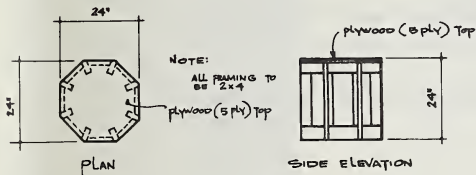




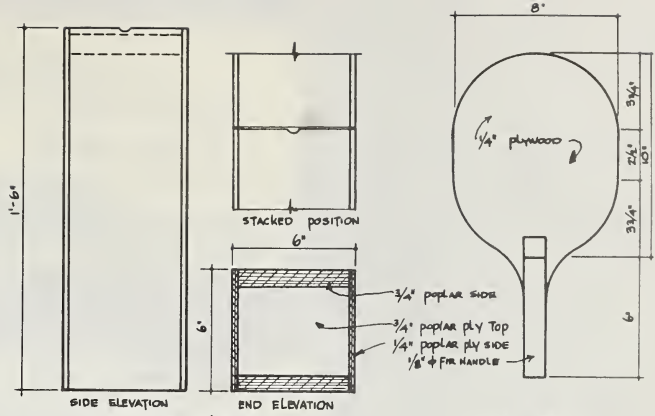
**STORMING BOARD**



**BOXES & PLANK**

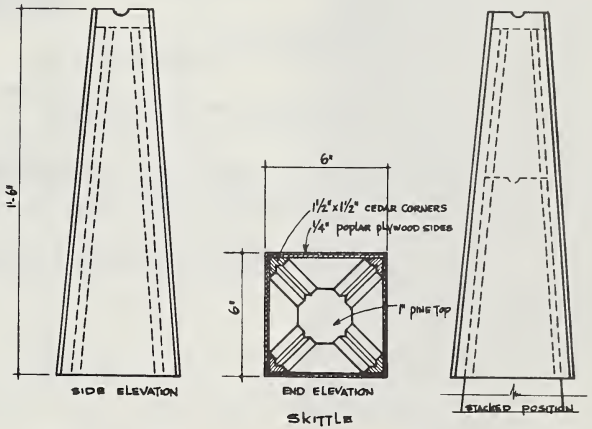


**8 SIDED BOX**

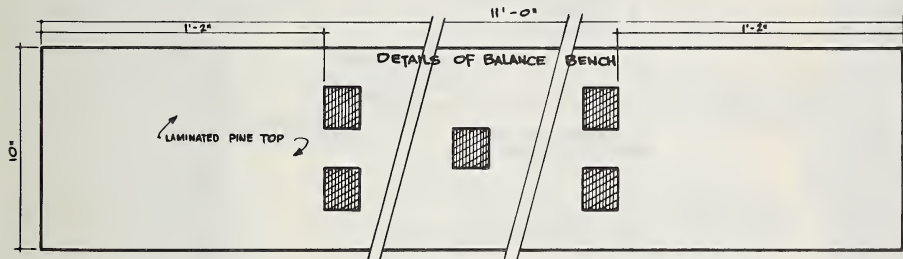


**SKITTLE**

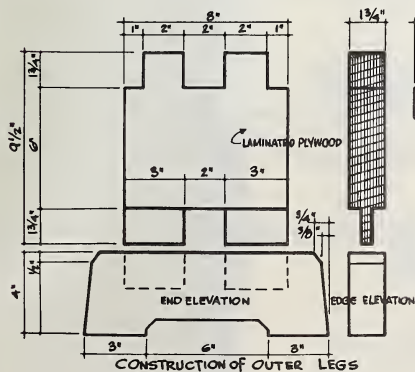
**PADDLE BAT**



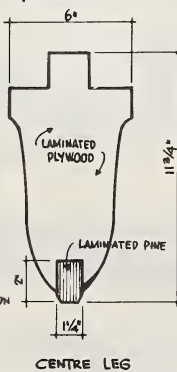
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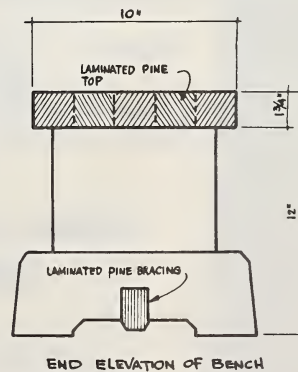
**PLAN**



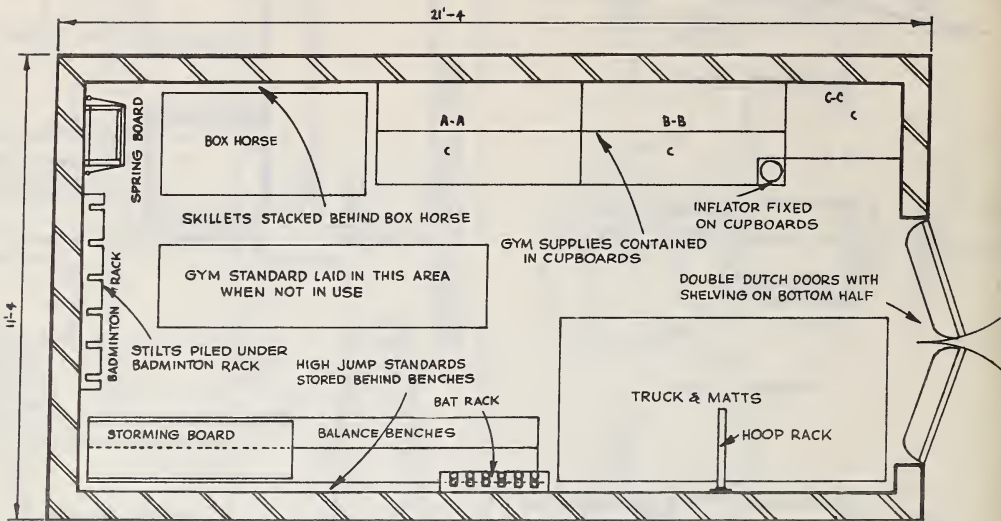
**CONSTRUCTION OF OUTER LEGS**



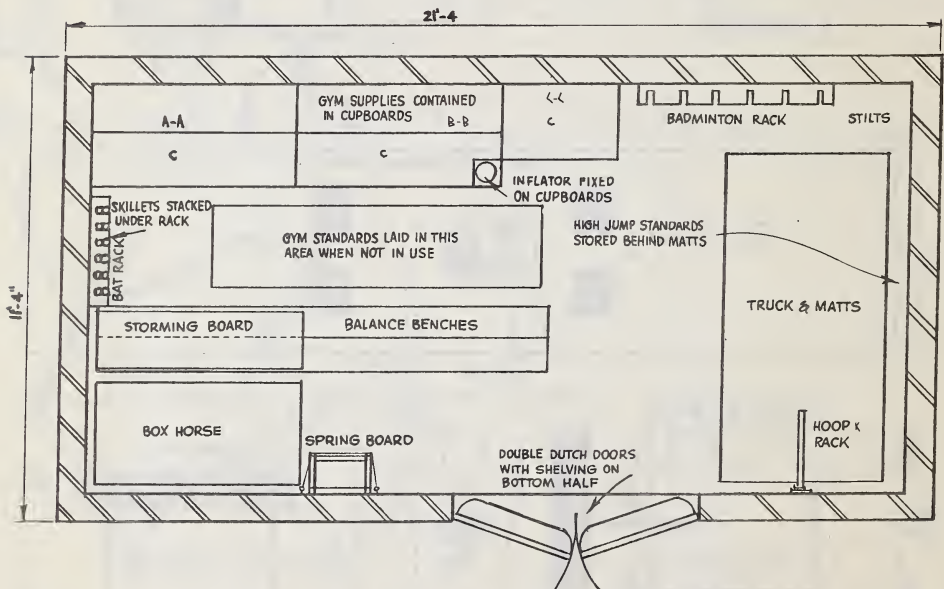
**CENTRE LEG**



**END ELEVATION OF BENCH**



PROPOSED 200 SQ. FT. EQUIPMENT ROOM (ELEMENTARY)



PROPOSED 200 SQ. FT. EQUIPMENT ROOM (ELEMENTARY)

39844389 CURR HIST



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Date Due

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NOT TO BE TAKEN FROM THIS ROOM  
EXCEPT WITH LIBRARIAN'S PERMISSION



